



REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Location: Abington Middle / High School, Abington MA 02351

Date: Tuesday, September 24, 2024

Time: 6:30pm

Dear Visitors:

Welcome to an open meeting of the Abington School Committee. This is the agenda that will be discussed this evening. Please note that the Hearing of Visitors is included; and if you have a statement or question, please be kind enough to wait to be recognized by the Chair and give your name and address.

Chris Coyle, Chair

This meeting may be digitally recorded

I. HEARING OF VISITORS

II. READING AND APPROVAL OF RECORDS

August 27, 2024

III. REPORT OF THE ASSISTANT SUPERINTENDENT (DR. CHRISTOPHER BASTA)

- a. Art Department Update (Michelle Poirier, Director of Art)
- b. FY25 Curriculum, Instruction, & Assessment Update

IV. REPORT OF THE DIRECTOR OF STUDENT SERVICES (DR. JAMES ROBBINS)

2024-2025 Additional Home Education Program Requests

V. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

- a. New Superintendent Induction Program Update
- b. Superintendent's Goals for SY 2024-2025
- c. Abington CAM Representative

VI. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINES)

FY26 Budget Development and Article Planning Schedule

VII. ESTABLISHMENT OF THE NEW SCHOOL COMMITTEE DATE

October 29, 2024, at 6:30pm

VIII. INFORMATIONAL ITEMS

- READS Collaborative -Quarterly Report Overview September 24
- MASC Report of the Resolutions Committee
- **Dates to Remember**
 1. Thursday, October 3rd - Inservice / Early Release
 2. Thursday, October 10th – AHS Conferences
 3. Friday October 11th – Conferences / AHS Early Release
 4. Monday, October 14th – No School / Columbus Day
 5. Thursday, October 17th – BBES Conferences
 6. Friday, October 18th – Conferences / BBES Early Release
 7. Thursday, October 24th – WES Conferences
 8. Friday, October 25th – Conferences / WES Early Release
- **Personnel Administration**
 1. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment Colby Trent as a paraprofessional for the 2024-2025 school year.
 2. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment of Charles Blanchette as a .2 music teacher for the 2024-2025 school year.
 3. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment of Samantha Johnson as a long-term substitute special education teacher for the 2024-2025 school year.

4. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of Gabriella Scippa as a paraprofessional for the 2024-2025 school year.
5. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of Olivia Coy as a paraprofessional for the 2024-2025 school year.
6. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment of Mary Donati as a lunch / recess monitor for the 2024-2025 school year.
7. On the recommendation of Jonathan Bourn, Principal of Abington High School and Matthew MacCurtain, Principal of Abington Middle School, the superintendent approved the following Advisors for the 2024-2025 school year:

Tim Leonelli	Jazz Band Director
Tim Leonelli	MS Enrichment Activity Advisor
Susan Mullen	Class of 2025 Advisor
Susan Mullen	Fall Show Director
Meg Tomlin	Fall Play Producer
Meg Tomlin	Spring Play Producer
Laura Regan/Lindsey MacNeil	co-advisors
	7th & 8th Grade Student Council
Christopher Grijalva	ACE Advisor
Brian Lanner	Anti Bullying Club Advisor
Tim Leonelli	Marching Band
Brian Mazzoli	Assistant Marching Band Director
Henry Beckvold	Technical Director
Karin Daisy	Global Travel
Karin Daisy/Orianne Greene	co-advisors
	GSA Advisor
Steve Shannon	Music Director/Conductor
Presley Mahanna	Junior Class Advisor
Presley Mahanna	Costumer Drama Club
Meg Tomlin	Drama Society Advisor
Frank Cormos	Sophomore Class Advisor
Erin Slayton	Yearbook Advisor (H.S.)
Samantha Roach	Yearbook Advisor (M.S.)
Amaya Turner	Art Director/Scenic Design
Susan Mullen	Choreographer
Patricia London	Honor Society Advisor
Bridget Wakelin	Unified Sports Team Advisor (H.S.)
Janny Kelliher	Student Account Bookkeeper (H.S.)
Ann Parks	Student Account Bookkeeper (M.S.)
Adam Talbot	H.S. Intramural Advisor

Jilliam Earle	Peer Advisor (M.S.)
Sam Perkins	Enrichment Advisor (Chess Club)
Vicki Graham	Enrichment Advisor (Minecraft)
Michelle Jacobs	Enrichment Advisor (Building Club)
Tim Leonelli	Enrichment Advisor (Drama)
Kate Beckvold	Enrichment Advisor (Drama)

IX. ADJOURNMENT



SCHOOL COMMITTEE MEETING MINUTES

ABINGTON PUBLIC SCHOOLS

Location: A regular meeting of the School Committee was held in the Library at 201 Gliniewicz Way Abington Middle / High School, Abington MA 02351

Date/Time: Tuesday, August 27, 2024 at 6:30pm

Present: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Pamela Neely and Ms. Melanie Whitney, Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools; Dr. Christopher Basta, Assistant Superintendent; and Ms. Danielle Gaylor, Executive Secretary

MEETING MINUTES

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

Michael McDonald (3 Pine Crest Road) expressed his support of the informant of the existing Cell Phone Policy, he asked for clarification on policy enforcement and discipline actions.

III. READING AND APPROVAL OF RECORDS

June 18, 2024

VOTED: On the motion of Danielle Grafton (Melanie Whitney) the Committee unanimously voted to approve the *meeting minutes of June 18, 2024, as presented or amended.*

IV. REPORT OF THE ASSISTANT SUPERINTENDENT (DR. CHRISTOPHER BASTA)

- a. **iReady Implementation** – Dr. Basta discussed the implementation of iReady for grades K-6. The iReady Assessment is a research – based computer adaptive test that provides a detailed, objective understanding of each student's academic skills and growth in

both literacy and math. Dr. Basta broke down how iReady will be administered to students and shared examples of the student results reports that will be sent home after each administration. He also shared the testing windows which will begin in September.

- b. **Professional Development Update** – Dr. Basta shared an overview of the Professional Development courses and schedule for the 2024-2025 school year. Abington Innovates (APS Differentiated PD) will be held again this year on November 5th.
- c. **Summer Curriculum Update** – Dr. Basta provided an overview of Summer Curriculum writing. Curriculum writing was done this summer by APS faculty members who worked on updates within their departments or grade level to further align existing curriculum and documents with the Massachusetts state frameworks.
- d. **Summer School Update** – Dr. Basta, and Dr. James Robbins provided a recap of the Summer Program. Due to lack of participation, the 9-12th grade program did not run, however, Middle school program ran with 15 students. Administration will start to plan for next year's offerings. Dr. Robbins discussed the intent of the Extended School Year program and provided highlights. ESY is open to select students with disabilities and is intended to prevent regression of learned skills during the summer months. The ESY services grades P-12 and included a student participation of 113. There were 53 staff members.

V. REPORT OF THE DIRECTOR OF STUDENT SERVICES (DR. JAMES ROBBINS)

2024-2025 Home Education Program Requests

VOTED: On the motion of Danielle Grafton (Melanie Whitney) the Committee unanimously voted to approve the recommended Home Education Programs for the 2024-2025 School (corrected DOB and grade to be provided at September meeting)

VI. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

- a. **Cell Phone Policy Update** – Dr. Moschella provided an overview of the existing Cell Phone Policy, she outlined the slight difference between the AMS and AHS procedures and referenced the letters

that went out to the community. Dr. Moschella noted that it will take an effort by all families and staff to make this policy successful. The administration will review and revise the policy procedures over time if needed. During questions, Mr. Stephen Platka (176 Chapel Street) came up to ask how the school was going to handle smart watches. The procedures will mainly focus on cell phones and earbuds; however, smart watches will also be monitored, and the procedures will be addressed should smart watches become more of a distraction.

- b. **Back to School Report** – Dr. Moschella thanked the many staff members who worked over the summer to gear up for the start of the school year. She touched on transportation, custodial, maintenance and office staff. Additionally, she described the launch of the new APS website, which has the capability to send voice messages and texts to the community. Dr. Moschella also clarified questions on school supplies.

VII. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINNEY)

- a. **Abington Public Schools / Food Service Policy** – Ms. Gainney reviewed the changes in the Food Service Policy. She confirmed that lunch remains free/reduced for all students and a new Fee Waiver Form was adopted to help identify students that need financial assistance with transportation, sports and additional services.

VOTED: On the motion of Chris Coyle (Pam Neely) the Committee unanimously voted to approve the Food Service Policy as recommended or amended.

- b. **Status of Transportation and 2024 Summer Facility Projects** – Before reviewing the summer facility projects, Ms. Gainney gave an update on the status of transportation for the start of school. She thanked the Department for their hard work in getting the buses and routes up and running.

Ms. Gainney provided an overview of the facility projects that took place over the summer, including but not limited to, safety inspections, cleaning, painting, floor waxing, filter changes, board of health inspections, etc. She noted that 3 Town Meeting Articles were also completed this summer, they include: 1. Repairs to the gym fire escape at the Frolio/Central Office 2. Resurfaced gym

floors at BBES 3. Refurbished walk-in cooler at WES. In addition, with revenue of the Food Service Program, BBES cafeteria furniture was replaced and in the next 4-6 weeks, the WES cafeteria furniture and service line will also be replaced.

VIII. ESTABLISHMENT OF THE NEW SCHOOL COMMITTEE DATE

September 24, 2024, at 6:30pm – Meetings have changed to 6:30pm going forward.

IX. INFORMATIONAL ITEMS

- 2024-2025 Subcommittee Information
- School Committee Meeting Dates
- APS District Calendar
- APS / APD Memorandum of Understanding
- **Dates to Remember**
 1. Friday, August 30th – No School
 2. Monday, September 2nd – No School / Labor Day
 3. Thursday, September 5th – AHS Open House (5pm – 7pm)
 4. Monday, September 9th – Inservice / Early Release
 5. Sunday, September 15th – Abington C.O.P.E.S Annual Road Race and Walk (9am)
 6. Sunday, September 15th – Abington Music Parents Craft Fair (10am-3pm / AHS)
 7. Tuesday September 17th – Boosters Meeting (7:30pm / AMS Café)
- **Personnel Administration**
 1. The superintendent has accepted the resignation of Sal Clifford, a paraprofessional within the Abington Public Schools.
 2. The superintendent has accepted the resignation of Jordana Gomes, a paraprofessional within the Abington Public Schools.
 3. The superintendent has accepted the resignation of Ashley Dinsmore, a tutor within the Abington Public Schools.
 4. The superintendent has accepted the resignation of Charles Elledge, a paraprofessional within the Abington Public Schools.
 5. The superintendent has accepted the resignation of Sandra Solano, a Speech-Language Pathologist within the Abington Public Schools.

6. The superintendent has accepted the resignation of Deila Gomes, a paraprofessional within the Abington Public Schools.
7. The superintendent accepted the resignation of Brenda Smyth, a tutor within the Abington Public Schools for purposes of retirement.
8. The superintendent has accepted the resignation of Carol Weixler, a cafeteria worker within the Abington Public Schools.
9. The superintendent has accepted the resignation of Kimberly Shaw, a cafeteria worker within the Abington Public Schools.
10. The superintendent has accepted the resignation of Katie Wallace, a STEAM teacher within the Abington Public Schools.
11. The superintendent has accepted the resignation of Sheila O'Brien, a Grade 4 teacher within the Abington Public Schools.
12. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Shannon Desmond - Special Education Teacher
Mackenzie Di Napoli - Math Teacher
Denise Bell - 52 Week Administrative Assistant
Sarah Sylvester - Special Education Teacher (Transition Teacher)
Hanna August - .5 Art Teacher
Courtney McCleary - Transition Tutor
Katie Parsons - History Teacher
Joseph McDonald – Paraprofessional
Jessica Booker – Paraprofessional

13. On the recommendation of Mathew MacCurtain, Principal of Abington Middle School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Kerri Higgins - Special Education Teacher
Ajsha Mekulovic - School Psychologist
Annika Sjostedt - Music Teacher
Stephen Werra - Wellness Teacher
Kate Minnehan -Grade 5 Teacher
Kayla Hyman – Grade 5 Teacher
Ashley Slate – Paraprofessional
Kylie Laskey – Paraprofessional
Jenna Hanley – Paraprofessional

14. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Tammy Reid - Grade 4 Teacher
Zoe Balewicz - Paraprofessional
Christen Couture - Art Teacher (WES)
Cynthia Porter - Math Tutor
Amanda Carr - School Adjustment Counselor
Heidi Rizzo - Paraprofessional
Katherine Carder - Grade 4 Teacher

15. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

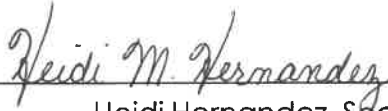
Erin Miner - Special Education Teacher
Victoria Dalton - Special Education Teacher
Amy Murphy - 202 Administrative Assistant
Siobhan McGrath - Grade 1 Teacher
Kaylee Willard - Reading Specialist
Amanda Zompetti - 182 Administrative Assistant
Jessica Creighton - Paraprofessional
Ashley Cuomo - Paraprofessional

16. The superintendent has approved the following recommendations from principals for Professional Teacher Status beginning in the 2024-2025 school year:

Lauren Barrett - AEEP
Jennifer Casey - AMS
Michael Caseley - AMS
Jessica Coscia - AHS
Edward Donahue - AMS
Kendal Cauley - BBES
Amy Grimmer - BBES
Jacklyn Gurry - WES
Presley Mahanna - AHS
Devon Malono - BBES
Samuel Perkins - AMS
Erin Trabucco - WES
Megan Wright - AEEP
Sujata Verma - BBES

X. ADJOURNMENT

**VOTED: On the recommendation Melanie Whitney
(Heidi Hernandez) the Committee voted to adjourn
the August 27th School Committee meeting at 8:35pm**

A handwritten signature in cursive script, reading "Heidi M. Hernandez", is written over a horizontal line.

Heidi Hernandez, Secretary

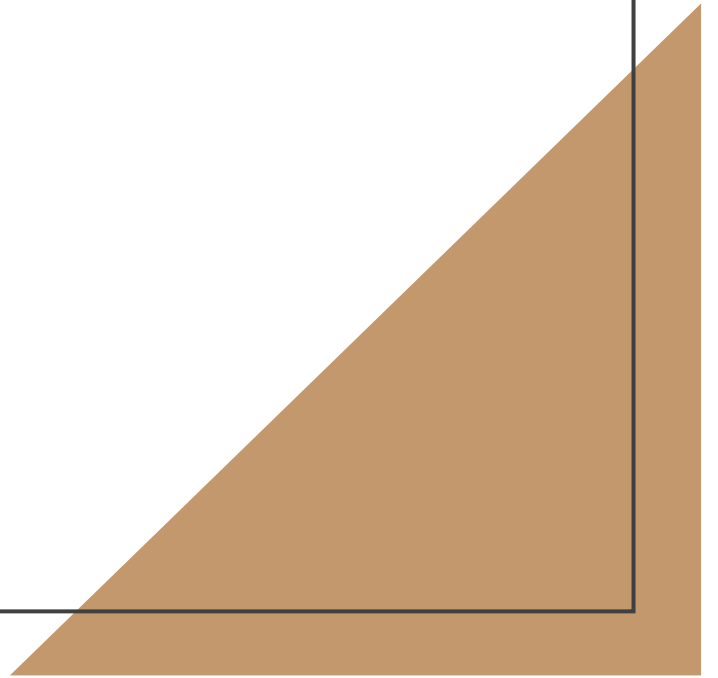
Art Department

K-12

School Committee Presentation

By: Michelle Poirier

24-25



Progress on Areas of Growth

23-24

1. Increase HS position to full time

- Accommodate Advanced Digital Art classes
- Alleviate shared staffing scheduling issues
- Participate in HS common planning time

+ Added Advanced Digital Art

- Smaller numbers of incoming freshmen
- Split between Poirier/Kenealy, not guaranteed going forward

- Still have shared staff with MS

- Cannot attend HS common planning
- Split curriculum – digital/general

Progress on Areas of Growth

23-24

2. Need for a dedicated art room at Woodsdale

+ Home Base

- Supplies are near by
- Not on a cart *

- Technology Issues

- Classtime/lunch schedule

- Transition times



Areas of Growth

24-25

- Need for a dedicated art room at Woodsdale
- Separation of shared staff MS/HS



Strengths of the Department

- All students receive arts education K-8
 - 9-12 Elective, steady numbers
- Two new art educators in the district
 - BB/WES (year 1, year 3 in district)
 - .5 shared AHS/MS (year 1)
- Three FT professional status educators MS-HS
- District-wide art shows, Youth Art Month K-4 in March, Celebrate the Arts Festival 5-12 in May
 - Evidence of high-quality work, perseverance, effort, and student engagement

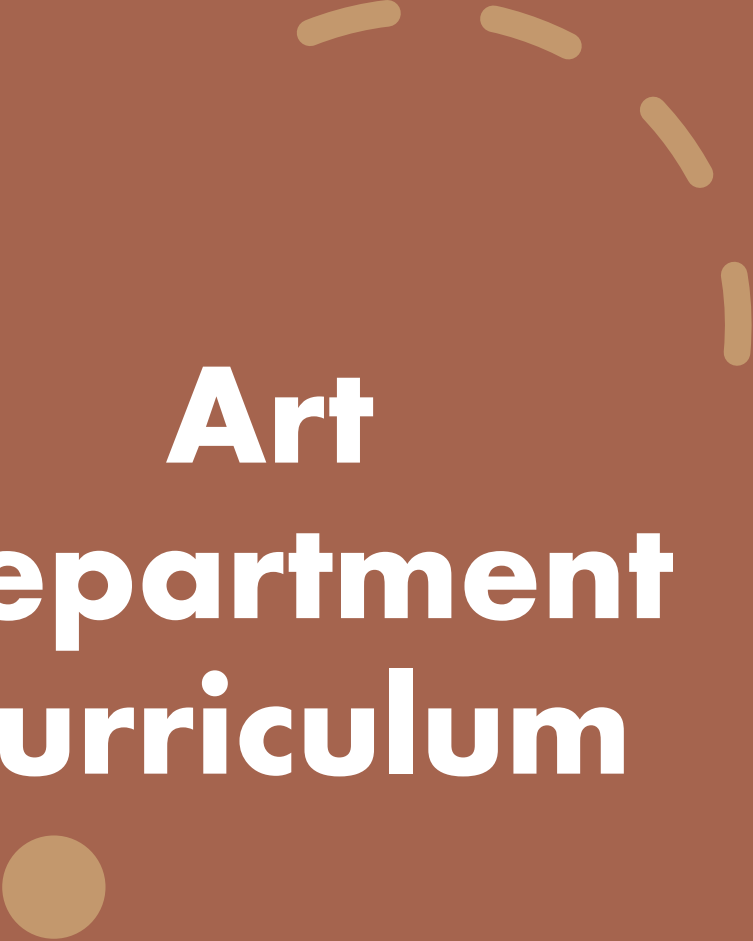
APS Strategic Plan

- Culture and Inclusion

- Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.

- Actions of the Department

- Create welcoming classrooms
- Incorporate home languages into our environments and instruction
- Focus on student-choice projects
- Multiple means of engagement and assessment



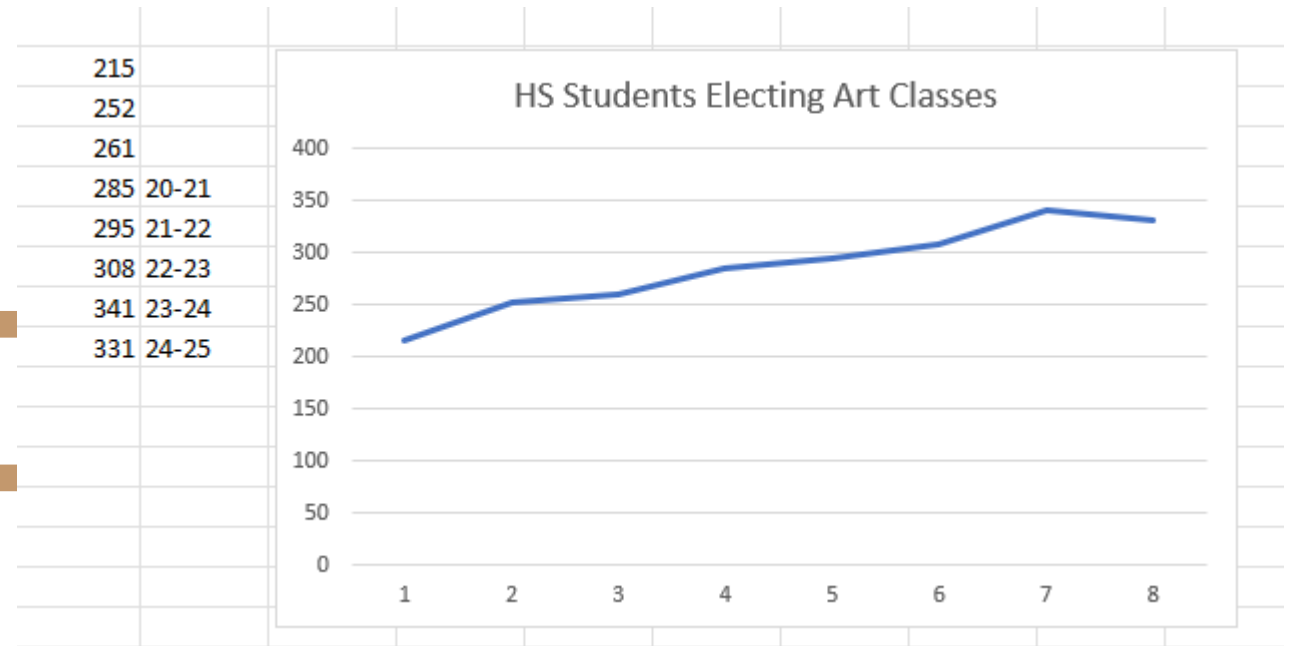
Art Department Curriculum

- Focuses on the four Massachusetts State Visual Arts Standards
 - CREATING artwork
 - PRESENTING artwork (*focus this year*)
 - RESPONDING to other's work
 - CONNECTING within their self
- 

Art Department Enrollment

HIGH SCHOOL ELECTIVES:

- On average 300-350 students are electing art classes a year, 60%
- Intro classes (semester) most popular



AP Art Data – Grade 12

	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean AHS	Mean MA	Mean Global
2021	1/2 50%	0 0%	0 0%	0 0%	1 100%	0 0%	4	3.3 83%	3.5 86%
2022	1/1 100%	0 0%	0 0%	1 100%	0 0%	0 0%	3	3.4 85%	3.5 87%
2023	2/2 100%	0 0%	0 0%	1 50%	1 50%	0 0%	3.5	3.4 83%	3.4 85%
2024	1/1 100%	0 0%	0 0%	0 0%	0 0%	1 100%	5	3.4 13%	3.4 15%
2025	0	-	-	-	-	-	-	-	-



Questions



ABINGTON

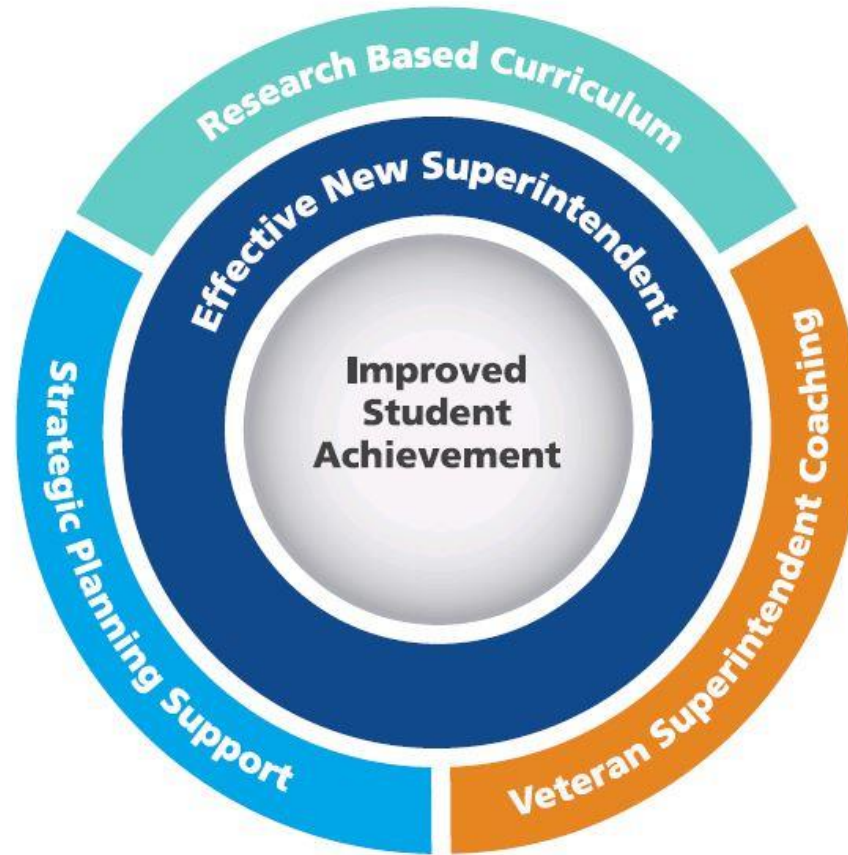
PUBLIC SCHOOLS

Felicia Moschella, Ph.D.
Superintendent Entry Plan
September 24, 2024

New Superintendent Induction Program (NSIP)

- “A collaboration between the Department of Elementary and Secondary Education (DESE) and the Massachusetts Association of School Superintendents (MASS).”
- “Helps superintendents sharpen their focus on teaching and learning, transform their visions into positive student outcomes, and become successful instructional leaders capable of promoting substantive and realistic change at the school level.”

New Superintendent Induction Program (NSIP)



ABINGTON
PUBLIC SCHOOLS

My Core Values:

Relationships Matter

Fostering strong, respectful relationships among students, staff, FAMILIES, and the community.

Excellence in Education

Striving for high standards and continuous improvement in teaching and learning.

Collaboration and Teamwork

No one voice is more important than another. Building strong partnerships with teachers, staff, families, and the community to create a supportive and collaborative environment.

Equity and Inclusion

Committed to providing equitable opportunities for all students.

Safety and Well-being

Ensuring that schools are safe and supportive environments where all students can learn and thrive, both academically and emotionally.

Entry Plan

During the next few months, I will:

- Observe teaching and learning by visiting schools and classrooms
- Continue to meet with parents, teachers, students, and community members
- Review documents and data

Entry Plan

I will seek clarity to the following areas as I conduct my work:

- The perceived strengths of the Abington Public Schools
- The perceived challenges and opportunities for growth
- The norms, values, expectations, and goals of the community
- What the community is looking for in the next Superintendent

Entry Plan

By early Spring, the committee can expect a Report of Entry Findings that:

- Synthesizes evidence collected
- Identifies strengths of the system and the most critical areas for improvement that require further inquiry
- Identifies next steps

Any Questions?



Felicia Moschella, Ph.D.
Abington Public Schools

Superintendent's Goals

2024-2025
DRAFT 9.18.24

Student Learning Goals:

Student Achievement

In conjunction with the Assistant Superintendent, Director of Pupil Services, and the Administrative Team, achieve the MCAS average scores at or above the Massachusetts state average. (Strategic Plan Initiative: 3.1, DESE Standard I)

Implement and utilize the iReady Diagnostic Assessment to identify students in grade K-6 in need of additional assistance	
Review MCAS, DIBELS, and early literacy results to provide Multi-Tiered System of Support (MTSS) intervention and make any needed curriculum changes	
Review 2024 MCAS data for gains, gaps, and progress toward meeting achievement target goals, as identified by DESE	

Success for All Learners

In collaboration with the Assistant Superintendent, Director of Pupil Services, and the Administrative Team, expand knowledge and instructional strategies to foster deeper learning and the success of all learners. (Strategic Plan Initiative: 3.1, DESE Standard I)

Review and update the District Curriculum Accommodation Plan and the Multi-Tiered System of Support (MTSS) plan, as needed	
Provide professional development regarding Universal Design for Learning	

Professional Practice Goals:

Learning Walks/Calibration

During the 2024-25 school year, at least two Administrative Team Learning Walks, focused on success for all students, will be conducted in each building by May 2025. Additionally, the Learning Walks will be used to assist in the consistency of the evaluation process of educators and to calibrate evaluation writing across all buildings. (Strategic Plan Initiative: 3.1, DESE Standards I and IV)

Two Learning Walks conducted in each building, followed by a collaborative conversation and feedback memo to staff	
Using the DESE Educator Rubric, review and discuss evidence to assist in the calibration of ratings	
Teacher evaluations will be compared across buildings throughout the year to assess consistency in feedback and ratings	

New Superintendent Induction Program (NSIP)

During the 2024-25 school year, successfully complete year I of the New Superintendent Induction Program (NSIP) through the Massachusetts Association of School Superintendents (MASS) and Massachusetts Department of Elementary and Secondary Education (DESE). (Strategic Plan Initiative: 3.1, DESE Standards I, II, and IV)

Attend round-table meetings, actively participate in coaching sessions, and appropriately prepare for each session	
Share and apply relevant materials with the Administrative Team to enhance instructional leadership and implement positive changes at the school level	

Communication

During the 2024-2025 School year, we will enhance and standardize home-school communication across the district by updating the centralized communication system and practices for classrooms, buildings, and the district. (Strategic Plan Initiative 2.1, DESE Standard II)

Review and revise communication protocols for active and resolved emergencies, in collaboration with local authorities.	
The implementation of updated communication system to faculty, staff, and families.	
Review and revise communication protocols and systems for home-school (classroom) communication	

From: Jessica Johnson <jbjohnson710@comcast.net>
Sent: Wednesday, July 10, 2024 7:53:05 PM
To: Christopher Coyle <christophercoyle@abingtonps.org>
Subject: Acam

[EXTERNAL SENDER]

Hello Chris,

Hope all is well. ACAM BOD re-elections are coming up in October 2024. I wanted to touch base and let you know I will be onboard for one more term 2024-2026 if the school committee is agreeable. The 2024-2026 term will be my last term. I wanted to give you plenty of time to find a replacement 😊. Let me know if you have any questions or concerns.

Thank you,

Jessica Johnson
Sent from my iPhone

Warmest Regards,

Danielle Gaylor
Executive Assistant to the
Superintendent of Schools
1071 Washington Street
Abington, MA 02351



ABINGTON PUBLIC SCHOOLS

FY2026 BUDGET DEVELOPMENT AND ARTICLE PLANNING SCHEDULE

Month

October and November

- Send out FY-2026 budget proposal / request memo and forms to Principals, Dept. Heads and Directors (due back by December 2, 2024)
- Finance Committee tour of school facilities (TBD)

December

- Superintendent and other Central Office Administrators meet with Principals, Dept. Heads and Directors to review budget proposals (December 5/6/9, 2024)
- Administration Meets with Business and Finance Subcommittee (TBD)

January

- Chairman of the School Committee, School Committee Members and the Superintendent hold a FY-2026 Public Budget Hearing (January 7, 2025)
- Review FY-2026 Budget Draft by Administrative Team (January 2025)
- Superintendent presents to the School Committee the FY-2026 Preliminary Budget and Article Information for referral to the School Committee's Business and Finance Subcommittee (January 7, 2025)
- FY-2026 Preliminary Budget and Article Information submitted to the Town Manager/Board of Selectmen and Finance Committee (January 8, 2025)

February

- School Committee's Business and Finance Subcommittee meets with school administration, Board of Selectmen and town Finance Committee as scheduled to review and revise FY-2026 Preliminary Budget and Article Information (TBD)

March

- School Committee's Business and Finance Subcommittee present their recommendations on the FY-2026 Proposed Budget and Article Information to the full School Committee for review (TBD)
- School Committee's Business and Finance Subcommittee and administration meets with town Finance Committee as scheduled (TBD)
- School Committee adopts their Proposed FY-2026 Budget and Sponsored Articles for transmittal to the Town Manager/Board of Selectmen (TBD)

April, May and June

- Chairman of the School Committee, other members of the School Committee, the Superintendent and other school administrators meet with the Finance Committee or the Finance Committee Liaison Subcommittee as needed and as requested to review Proposed FY-2026 Budget and Articles (TBD)
- School Committee approves final, Certified FY-2026 Budget and Articles
- School Committee Chairman presents Budget and Article requests at Town Meeting (TBD)
- Town Meeting votes on FY-2026 Budget and Articles (TBD)



READS Collaborative

Quarterly Report Overview - September 2024

- The Executive Director, Dina Medeiros, shared her complete report of READS Collaborative Entry Findings at the June 6, 2024 Board of Directors meeting. The Entry Findings were also shared with all READS staff on Opening Day held on August 26th, 2024. The report can be found on the READS website.
- **READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)**
 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - READS has informed staff of the latest DESE guidance regarding COVID mitigation Strategies, which include staff no longer required to be absent 5 days following a positive test. Staff were informed they are able to return to work as long as they are fever free.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS will continue with the Social Justice Committee for the 24-25 school year.
 - READS continues to implement Collaborative Problem Solving through Think:Kids. Advances have been made and READS now has a staff member trained as a CPS Trainer. There are an additional 4 staff members who are expected to also become CPS Trainers by the end of FY25.
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - Educator Evaluation Training was provided in August to member and nonmember districts by Dr. Theresa Craig. Another Educator Evaluation Training is scheduled for mid September.
 - READS Executive Director created and provided Professional Development for Somerset Berkley Regional School District's paraprofessionals at the request of their administration. That professional development was provided on August 27, 2024
 - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - READS referrals and enrollments continued over the summer with 8 new students starting on the first day of school at the READS Academy.
 - READS DHH program accepted an additional 3 students within their preschool program over the summer.
- **Fiscal Update**
 - READS will be in the process of developing the FY26 budget in the coming weeks.
- **Legislation/Compliance**
 - All DESE required reports have been submitted and certified.
 - Updated Medical and Behavior Response Plan was submitted to DESE on August 30th, 2024
- **Student/Staff Feature**
 - ESY Programming for both the READS Academy and the DHH Program ran smoothly with students enjoying a wide variety of educational field trips.
 - READS Employee of the Year is Mrs. Danielle Reid, Food Service Manager and Culinary Arts Teacher for the READS Academy. Congratulations, Mrs. Reid !
 - READS Collaborative celebrates its 50th Anniversary this year. Staff commemorated on August 1st.

Follow READS through Twitter: @READSCollab; @ReadsEast, and on Instagram: @reads_dhh

report of the resolutions committee

The members of the Resolutions Committee met on June 20, 2024 to consider resolutions proposed by member districts for consideration at the 2024 Annual Meeting of the Association. Members present were: Jason Fraser, MASC President-Elect, Chair (Plympton and Silver Lake Reg.); Mildred Lefebvre, MASC President (Holyoke); Beverly Hugo, Life Member; Robert Swartz, Gardner; Tony Mullin, Westwood; Jessica Corwin, Sunderland and Frontier Reg.; Jorge Vega, Brockton; Kathryn Hubley, Quincy.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTIONS ON STUDENT ACHIEVEMENT

RESOLUTION 1: DEVELOPMENT OF AN ALTERNATIVE TO THE HIGH-STAKES MCAS TEST *(Sponsored by the MASC Board of Directors)*

WHEREAS access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

WHEREAS an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

WHEREAS a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and

WHEREAS the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

WHEREAS the use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and

WHEREAS the use of MCAS has impacted student emotional wellbeing; and

WHEREAS MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

WHEREAS using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans.

THEREFORE BE IT RESOLVED urges Massachusetts to develop a wider, more consensus-built strategy for an evaluation system with meaningful input from legitimate stakeholders.

THEREFORE BE IT FURTHER RESOLVED that MASC urges the state Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make these results public.

THEREFORE BE IT FURTHER RESOLVED that MASC urges Massachusetts to enact a moratorium on MCAS testing effective immediately.

THEREFORE BE IT FURTHER RESOLVED that MASC urges Massachusetts to develop an alternative to the high-stakes MCAS tests.

RESOLUTION 2: INCREASE COMPULSORY ATTENDANCE AGE
(Sponsored by the Brockton School Committee)

WHEREAS compulsory school attendance refers to the minimum and maximum age required by each state in which a student must be enrolled in and attending public school, or some equivalent accredited education program defined by law; and

WHEREAS an increased compulsory attendance age reflects the realities of the 21st century, with an increased need for higher levels of education; and

WHEREAS an increased compulsory attendance age improves economic and social mobility across the lifespan and counters childhood poverty by enabling students experiencing poverty to stay in school longer and complete their education; and

WHEREAS an increased compulsory attendance age aims to reduce racial and class disparities in education attainment; and

WHEREAS economic statistics show high school dropouts are more likely than graduates to be poor, unemployed or wind up in jail; and

WHEREAS a growing body of research indicates that increasing the minimum school-leaving age to 18 not only increases high-school graduation rates but also significantly improves the life outcomes of students who otherwise would have become dropouts; and

WHEREAS we are responsible for ensuring all children of the Commonwealth receive a high-quality education; and

WHEREAS graduation rates and post-secondary opportunities have been proven to improve when students are required to remain in school until eighteen years of age; and

THEREFORE BE IT RESOLVED that MASC recommends that the Massachusetts legislature increase the compulsory attendance age from sixteen to eighteen.

RESOLUTIONS ON STUDENT SAFETY

RESOLUTION 3: SAFE STORAGE OF FIREARMS (Sponsored by the Framingham School Committee)

WHEREAS safety and well-being of our students, teachers, and staff is a top priority in schools and keeping them safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites; and

WHEREAS in the United States, gun violence is the leading cause of death in children and teens¹, and

WHEREAS approximately 1200 children and teens die by gun suicide each year, and over 80 percent of children under age 18 who died by firearm suicide used a gun belonging to a family member; and

WHEREAS in incidents of gun violence on school grounds, up to 80 percent of shooters under the age of 18 obtained their guns from their own home or that of relatives or friends²; and

WHEREAS an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm² and every year²; and

WHEREAS research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens³; and

WHEREAS evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe⁴;

WHEREAS the US Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS, across the country, lawmakers, community members and local leaders are working together to implement public awareness campaigns, such as the Be SMART Program, which is endorsed by the National PTA and encourages secure gun storage practices and highlights the public safety risks of unsecured guns; and

WHEREAS secure storage of firearms is a legal requirement in Massachusetts pursuant to G.L. Chapter 140, sections 131L and 131C, and failure to comply with secure storage laws can lead to criminal prosecution, jail time, fines, and/or revocation of FID card or license, depending on the offence; and

WHEREAS the American Academy of Pediatrics recommends storing firearms unloaded and locked, with ammunition locked separately to reduce risks of injury to children; ⁹

WHEREAS in order to continue with preventive measures to increase student and school safety we must act now.

THEREFORE BE IT RESOLVED that MASC recommends all districts direct their Superintendent and staff to create an appropriate communication to parents and guardians that explains the importance of secure firearm storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.

FURTHERMORE BE IT RESOLVED that MASC urges other communities to work with their local law enforcement agencies, health agencies and non-profit organizations to collaborate and increase efforts to inform District parents and guardians of their obligations regarding secure storage of firearms in their homes and vehicles.

References:

1. Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death, Injury Mechanism & All Other Leading Causes. Data from 2020. Analysis includes children and teens aged 1 to 19.
2. Matthew Miller and Deborah Azrael, "Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey," JAMA Network Open 5, no. 2 (2022): e2148823, <https://doi.org/10.1001/jamanetworkopen.2021.48823>
3. Everytown for Gun Safety. #NotAnAccident Index. 2020. <https://everytownresearch.org/maps/notanaccident/> Analysis includes incidents that occurred between 2015 and 2019.
4. Everytown for Gun Safety. #NotAnAccident Index. 2020. <https://everytownresearch.org/maps/notanaccident/>. Analysis includes homes of the shooter, the victim, relatives' homes, friends' homes, and "other" homes.
5. "Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using five years of the most recent available data: 2016 to 2020. Children and teens aged 0 to 19.
6. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611. Study defined children as under the age of 18.
7. Everytown for Gun Safety Support Fund, American Federation of Teachers, and National Education Association, "Keeping Our Schools Safe: A Plan for Preventing Mass Shootings and Ending All Gun Violence in American Schools," 2020. <https://everytownresearch.org/report/preventing-gunviolence-in-american-schools/>
8. Grossman DC, Mueller BA, Riedy C, et al. Gun storage practices and risk of youth suicide and unintentional injuries. JAMA. 2005; 293(6):707-714.
9. M.J. Bull, et al., "Firearm-related Injuries Affecting the Pediatric Population," Pediatrics 105, no. 4 (2000): 888-895.

RESOLUTION 4: SCHOOL BUS STOP ARM SURVEILLANCE
ACT AND ENFORCEMENT PENALTIES

(Sponsored by the Peabody School Committee)

WHEREAS it is against the law in Massachusetts to pass a stopped school bus with the stop arm extended and flashing lights while student passengers embark and disembark the bus. Unless witnessed by a police officer, the penalties for passing a stopped school bus are minimal. The danger to the passengers is extraordinary, and can prove fatal; and

WHEREAS a survey conducted in 2022 by the National Association of State Directors of Public Transportation Services (NASSDPTS) found that motorists illegally pass stopped school buses: "Throughout a 180-day school year sample results point to more than 41.8 million violations per year among America's motoring public;" and,

WHEREAS technical advances have now made public digital video violation detection monitoring systems to detect drivers failing to stop for school busses; and

WHEREAS penalties for passing a stopped school bus utilizing a digital video violation monitoring system need to be commensurate with the same penalties imposed for such action if witnessed by a police officer.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts legislature to enact legislation to pass into law the ability for cities and towns to install on all school busses live digital video detection monitoring systems for the purpose of enforcing violations against the owner of a motor vehicle whose vehicle failed to stop for a school bus when required to do so by law.

SPONSOR RATIONALE: The significant safety concerns present when a vehicle passes a stopped school bus embarking or disembarking passengers are endangering our students in Massachusetts. Presently, unless witnessed by a police officer, the penalties for passing a school bus are minimal. If the registration plate of the offending vehicle is reported by the bus driver, there is a minimal fine.

Requiring a police officer to witness the violation prevents appropriate law enforcement action from taking place, especially for repeat offenders. Allowing the installation and utilization of digital video detection monitoring systems on school buses will allow for appropriate law enforcement action, provide for monitoring and data pertinent to this safety concern, and serve as a deterrent to drivers who are contributing to this safety issue. Protecting the safety of our students is a paramount concern.

RESOLUTIONS ON SCHOOL FINANCE

RESOLUTION 5: ALIGNING TAXING AUTHORITY WITH THE
REQUIRED LOCAL CONTRIBUTION

(Sponsored by the Arlington School Committee)

WHEREAS Massachusetts General Laws (M.G.L. Ch. 70, Section 2), establishes a required local contribution which defines a minimum appropriation for education; and

WHEREAS one element of determining the required local contribution is local effort from property wealth, determined using a municipality's equalized valuation; and

WHEREAS the ability of municipalities to raise revenue is constrained by Proposition 2½ (M.G.L. Ch. 59, Sect. 21C) which limits the increase in levy limits by 2½% (plus new growth); and

WHEREAS the total statewide required local contribution in FY22 was \$6,827,673,657, in FY23 it was \$7,166,744,291, an increase of \$339,070,634 (4.97%); and

WHEREAS the total statewide required local contribution in FY23 was \$7,166,744,291, in FY24 it was \$7,566,302,116, an increase of \$399,557,825 (5.58%); and

WHEREAS the total statewide required local contribution in FY24 was \$7,566,302,116, and the FY25 Preliminary Chapter 70 Aid and Net School Spending Requirements released by the Massachusetts Department of Elementary and Secondary Education is projected to be \$7,969,443,892 an increase of \$403,141,776 (5.33%); and

WHEREAS increases in required local contributions in excess of 2.5% strains the budgets of municipalities without excess levy capacity,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls for the enactment of legislation that would increase a municipality's levy limit by the amount of increase of the required local contribution in excess of 2.5%, granting the municipality the ability to raise local revenues mandated by M.G.L. Ch. 70.

RESOLUTION 6: SUPPORT OF LEGISLATION TO IMPROVE
THE FISCAL HEALTH OF RURAL SCHOOL DISTRICTS

(Sponsored by the Deerfield, Sunderland, Whatley and Frontier Regional School Committees)

WHEREAS rural school districts in Massachusetts face daunting threats to their financial sustainability and thus to their ability to provide rural students with the same quality of educational opportunity enjoyed by students in other parts of the state; and

WHEREAS the Commonwealth has rightly touted the state's significant increase in education funding following passage of the 2019 Student Opportunity Act (SOA), however the most needy rural and declining enrollment districts have received less than 1% of that increase in funding; and

WHEREAS no fewer than four recent state and legislative commissions have reviewed the looming crisis facing rural schools and concluded that rural school districts are seriously under-resourced and under-funded; and

WHEREAS the most recent of these commissions was specifically created by the SOA "...to study and make recommendations concerning the long-term fiscal health of rural school districts that are facing or may face declining student enrollment..." including recommendations for, among other things, "expanding the rural school aid grant program" and "establishing and including a low and declining student enrollment factor within the foundation budget;" and

WHEREAS in its final report, issued in December 2022, the Commission on the Fiscal Health of Rural School Districts concluded that districts with very low student enrollments cost 16.7% per student more to operate than the state average and that small K-12 regional school districts cost 22.7% per student more to operate than their larger counterparts; and

WHEREAS rural school districts have closed schools, regionalized and shared services with other districts wherever possible in an effort to remain viable and serve their students.

THEREFORE BE IT RESOLVED that MASC urges the Legislature to pass comprehensive legislation encompassing all recommendations from the Legislative Commission on the Fiscal Health of Rural Schools report: A Sustainable Future for Rural Schools.

RESOLUTION 7: FULLY ADJUSTING CHAPTER 70 AID FOR INFLATION
(Sponsored by the Everett School Committee)

WHEREAS Chapter 70 of the General Laws provides a structure for allocation of school aid based on the Foundation Budgets that reflects the needs and costs for Massachusetts school districts; and

WHEREAS the "Foundation inflation index" is an essential element of the school aid formula needed to maintain the purchasing power of district Foundation Budgets; and

WHEREAS the Chapter 70 Section 2 definition of the Foundation inflation index limits each annual adjustment to no more than 4.5% when inflation exceeds that amount; and

WHEREAS application of that limit or cap on the Foundation inflation index in fiscal years 2023 and 2024 has reduced the base used to calculate Foundation Budgets for fiscal year 2025 and future years by about 6% below what is needed to maintain the purchasing power of Massachusetts schools; and

WHEREAS a legislative change is needed to (1) fully reflect recent inflation in the Chapter 70 definition of the Foundation inflation index and (2) to eliminate the cap in future years, so as to restore the purchasing power of district Foundation budgets to reflect the intended resource allocations of the Student Opportunity Act.

THEREFORE BE IT RESOLVED that MASC calls on the Massachusetts Legislature to advance legislation mandating Inflation Index "Catch Ups" to Chapter 70 Foundation Aid that fully accounts for realized inflation that has occurred since the passage of the Student Opportunity Act.

BE IT FURTHER RESOLVED that MASC work with the Massachusetts Legislature to ensure in future years where realized inflation is above the 4.5% annual inflation cap, in subsequent years, Inflation Index "Catch Ups" are made to Chapter 70 aid and that realized inflation is used in the formulas to calculate Chapter 70 aid in perpetuity.

RESOLUTION 8: EQUITABLE FUNDING FOR NON-REGIONAL SCHOOL DISTRICTS WITH HIGH TRANSPORTATION COSTS
(Sponsored by the Plymouth School Committee)

WHEREAS many non-regional school districts face significant financial burdens due to the extensive transportation costs and longer routes required to serve their students; and

WHEREAS non-regional school districts do not receive financial reimbursement benefits as regional districts do, which creates an imbalance in funding and resources; and

WHEREAS providing equitable financial support to non-regional school districts will help ensure that all students in the state receive an equal opportunity for quality education; and

WHEREAS the Commonwealth of Massachusetts is committed to promoting fairness and equity in education and recognizing the unique challenges faced by non-regional school districts.

THEREFORE BE IT RESOLVED that the State recognizes the financial challenges faced by many non-regional school districts, due to their higher transportation costs and longer routes. The State acknowledges that non-regional school districts should have access to financial support similarly to regional districts, when costs are extraordinary. A special fund shall be established to provide financial assistance to non-regional school districts with higher transportation costs. This fund shall be known as the "Extraordinary Routes Relief Fund."

The funds provided through this program shall be used exclusively to offset transportation costs, including but not limited to, the purchase and maintenance of buses, fuel costs, and driver salaries.

Eligible non-regional school districts may apply for grants from the "Extraordinary Routes Relief Fund" to cover a portion of their transportation-related expenses.

An oversight committee, composed of representatives from non-regional school districts, regional districts, and the State's education department, shall be established to ensure the fair and transparent allocation of funds from the "Extraordinary Routes Relief Fund."

The State shall conduct an annual review of the effectiveness and impact of this resolution to ensure that non-regional school districts are receiving adequate support to address their transportation challenges.

RATIONALE: Reimbursement suggestion: Circuit Breaker-Like Component:

- Create a "Circuit Breaker" threshold for exceptionally high busing costs, similar to Massachusetts' approach for special education expenses.
- Once a district's transportation costs exceed a certain percentage (e.g., 125%) of the statewide average, they become eligible for additional reimbursement.
- The state would reimburse a percentage (e.g., 40%) of the excess costs beyond the threshold.

Annual Reporting and Adjustment:

Require school districts to submit annual reports detailing their actual busing costs, the number of buses used, and the miles traveled. Based on these reports, adjust the reimbursements for each district to ensure they are aligned with actual expenses.

This approach provides a systematic and fair process to reimburse school districts with extraordinary expenses, similar to the Circuit Breaker process for special education expenses in Massachusetts. The specific percentages, thresholds, and additional rates can be adjusted as needed to suit the State's budget and educational priorities.

VOCATIONAL AND TECHNICAL SCHOOL GROUP

RESOLUTION 9: MSBA GRANTS EVALUATION FOR CHAPTER 74

(Sponsored by the Tri-County Regional Vocational Technical High School Committee)

WHEREAS Chapter 74 Vocational-Technical & Agricultural High Schools incur higher costs to build Chapter 74 educational training spaces; and,

WHEREAS MSBA currently assesses all school building projects at equal value; and,

WHEREAS Vocational-Technical & Agricultural High School renovation/building costs are disbursed to sending districts impacting local budgets.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature and MSBA to create an evaluated-tiered system to separately assess the cost of (1) elementary, (2) comprehensive high schools, and (3) vocational, technical and agricultural schools, resulting to true cost reimbursement for each school category.

RESOLUTION 10: EXPANSION IN CAPACITY IN CHAPTER 74 VOCATIONAL TECHNICAL PROGRAMS

(Sponsored by the Tri-County Regional Vocational Technical High School Committee)

WHEREAS Chapter 74 vocational-technical schools in Massachusetts are experiencing unprecedented applications for admission and more students from their sending districts are being waitlisted; and,

WHEREAS students applying from sending districts being waitlisted is preventing non-member and school choice students from attending; and,

WHEREAS there are 92 schools in Massachusetts that have Chapter 74 programs, but there are gaps across the Commonwealth where students do not have access to a Chapter 74 program school; and,

WHEREAS Chapter 74 schools serve a higher percentage of students with IEPs and 504s, and who are more economically disadvantaged than their sending districts, and, Massachusetts is in need of more skilled trade workers to keep pace with both the growth of industry and the retirement of the current workforce, and, all students in Massachusetts deserve the opportunity to pursue the best secondary education available.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to support the expansion of capacity at the current Chapter 74 schools, and to work with districts that lack access to vocational technical schools to create programs, and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the legislature to convene a special commission to consider changes to the current law and regulation relating to the overall authority of the Massachusetts School Building Authority, alternative overall financing structures, standards for project eligibility, appropriate financial assistance based on the nature of the school in the projects being considered, potential differential requirements for elementary, middle schools, comprehensive high schools, and vocational technical and agricultural schools, and other such matters as affects vocational and technical education.

EXPIRING RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the eleven resolutions set to expire this November, unless reauthorized by a vote of the Delegate Assembly.

BANNING POLYSTYRENE FROM SCHOOLS
(Submitted by the Silver Lake Regional School Committee District including the School Committees of Kingston, Plympton, and Halifax)

WHEREAS the US Department of Education Green Ribbon Schools was created in 2011 to recognize school efforts to reduce environmental impact and cost, improve the health and wellness of schools, students, and staff, and provide effective environmental and sustainability education; and

WHEREAS the Commonwealth of Massachusetts in conjunction with twenty other states joined together to form the United States Climate Alliance to support the Paris Agreement and through continued legislative and executive actions has demonstrated the Commonwealth's commitment to environmental protection; and

WHEREAS expanded polystyrene foam manufacturing process releases pollution into the atmosphere, expanded polystyrene foam has been shown to be non-biodegradable and has the ability to be persistent in the environment for thousands of years, expanded polystyrene foam breaks down into "pearls" which are often ingested by marine life and introduced into the food chain; and

WHEREAS expanded polystyrene foam is made with styrene, a chemical the Department of Health and Human Service has deemed as reasonably anticipated to be a human carcinogen, and the use of expanded polystyrene foam in food and beverage containers, especially containers holding hot or acidic food, have been shown to leach styrene into food and beverages;

THEREFORE BE IT RESOLVED that MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

Passed on a voice vote - 2019

PERTAINING TO EDUCATOR DIVERSITY AND PROFESSIONAL LICENSURE
(Submitted by the Arlington School Committee)

WHEREAS current research clearly demonstrates that public school students benefit from a diverse teaching staff; and

WHEREAS Massachusetts school districts are challenged to attract a diverse teaching staff; and

WHEREAS attracting diverse candidates often involves recruiting candidates from outside Massachusetts; and

WHEREAS Massachusetts licensure requirements, including the MA Tests for Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to relocate to take a teaching position; and

WHEREAS test administration is conducted in centers that are often inaccessible without a car; and

WHEREAS the cost of testing can be a barrier to potential applicants; and

WHEREAS there is no evidence that MTEL is a reliable or valid measure of successful practice as an educator; and

WHEREAS school districts are capable of selection qualified candidates for teaching positions, as well as supervising, evaluating, and deciding on whether to retain the services of probationary candidates; and

WHEREAS the Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS the teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board;

(PART A) THEREFORE BE IT RESOLVED that MASC calls for the elimination of the MTEL and MA Performance Assessment of Leaders (MaPAL) as licensing requirements for educators; and,

(PART B) BE IT FURTHER RESOLVED that MASC calls for the governance and licensure of professional educators be vested in a board comprised of licensed educators.

Part A passed on a 54-24 vote - 2019

Part B passed unanimously on a voice vote - 2019

FULL FUNDING OF TRANSPORTATION COSTS FOR STUDENTS IN FOSTER CARE AND STATE CARE
(Sponsored by the MASC Board of Directors)

WHEREAS FY18 was the first year Massachusetts added the category of transportation for foster children educated in the school or district of origin and subject to transportation to its reporting of educational expenses by district, and the reported total was over \$3.2 million; and

WHEREAS federal and state law require the ability for students in foster or state care to stay not just in their districts of origin but also in their schools of origin; and

WHEREAS the nature of foster care and state care placements has changed significantly within the past several decades; and

WHEREAS school districts do not have control over whether a foster care student is placed into or removed from the district; and

WHEREAS Chapter 7 of Chapter 76 of the MA General Laws, established over a century ago, obligates the Commonwealth to reimburse districts for the cost of educating students in

foster care and state care;

THEREFORE BE IT RESOLVED that the Commonwealth should reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth to receive reimbursement for transportation and expenses under Title IV-E of the Social Security Act.

BE IT FURTHER RESOLVED that MASC advocate to the Massachusetts General Court to properly calculate and assume the full expense of providing educational services to students in foster care and state care including the costs of assessments, regular day and special education services as well as out-of-district placements, transportation and mental health.

Adopted as presented on a voice vote - 2019

POVERTY AND CHILDREN

(Submitted by the Framingham School Committee)

WHEREAS one third of the children in Massachusetts are living in or near poverty; and

WHEREAS the perils of poverty include putting students and families at risk for health, social and emotional, and educational disadvantages; and

WHEREAS students in poverty and at social and emotional risk face obstacles and impediments to their success that others students do not confront; and

WHEREAS there is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address them; and

WHEREAS the eradication of poverty among children is essential to generating a strong economy and vibrant society;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees will prioritize, as a matter of its public policy agenda, and file for supporting legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state programs and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare, including vision, hearing, dental and mental health through accessible service providers.
- Support pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

Originally adopted in 2015

Re-adopted on a voice vote - 2019

ACCESS TO MENSTRUAL SUPPLIES

(Submitted by the MASC Resolutions Committee)

WHEREAS schools have an obligation to serve all students equitably. Every student deserves the reassurance that their school restrooms are outfitted with necessities to accommodate their biological needs. Yet, for roughly half the US student population, there is a glaring exception to this commitment: menstrual hygiene products; and

WHEREAS menstrual hygiene products are basic necessities, and the inability to access them affects a student's freedom to study, to be healthy, and participate in society with dignity. Studies have shown that when students lack access to menstrual hygiene products they skip or miss class, face embarrassment or objectification because of period stains, and are limited both academically and socially; and

WHEREAS no student should miss a day of school because they feel ashamed, or they do not have access to menstrual products;

THEREFORE BE IT RESOLVED that MASC work with state and federal legislatures to provide additional funding to provide free access to menstrual products from the school nurse and in restrooms and locker rooms.

Approved as presented - 2019

CHARTER SCHOOL REFORM

(Sponsored by the MASC Board of Directors)

WHEREAS in many cities and towns, Commonwealth charter schools are imposed upon communities or subject to expansion over their objections, without local representative oversight, and without regard to the impact such a charter school would have on the education of children in the public schools; and

WHEREAS charter schools are always fully funded by the sending districts enrolling students there while the charter school mitigation fund is subject to appropriation and has not been fully funded in years; and

WHEREAS charter schools may retain up to 20 percent of their operating budget and capital costs in reserve funds, regional schools may retain only 5 percent of any surplus funds in reserve, while district schools must return 100 percent of any unspent funds to their municipality; and

WHEREAS without substantial reform of Commonwealth charter school financing, recruitment of students, equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter schools cannot be addressed.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

- Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing with the school service areas.
- Reporting of accurate numbers of students who leave charter schools to return to the sending districts or districts of residence.
- Requiring MA DESE to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.
- State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.
- State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

Approved on a voice vote - 2019

CLIMATE CHANGE

(Sponsored by the MASC Resolutions Committee)

WHEREAS we believe America is a great nation and has a proud heritage of addressing humanity's most pressing problems; and

WHEREAS we believe it is important to advocate for climate action leading to climate restoration to curtail one of the greatest threats facing communities throughout the world; and

WHEREAS we believe that climate change is not a partisan issue and that local, state and national policies should be guided by the best available science; and

WHEREAS there is a broad scientific consensus among climate scientists that human activities, contributing to increases in greenhouse gas emissions, are the dominant cause of climate change; and

WHEREAS children represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and

WHEREAS MASC recognizes climate change as a generational justice and human rights issue; and

WHEREAS climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations, it disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America; and

WHEREAS the global impact, urgency, and magnitude of the challenge of addressing climate change calls for lead-

ership in all sectors of society, all institutions and all elected leaders; and

WHEREAS national and state elected leaders working in a bipartisan fashion to enact carbon pricing policies could quickly and substantially reduce human-made greenhouse gas emissions; and

WHEREAS MASC recognizes and understands the significant negative impact that rapid and ongoing climate change has on America's schools, students, and their communities;

THEREFORE BE IT RESOLVED that MASC calls on Congress to take swift and effective action on climate change to protect current and future students, and

BE IT FURTHER RESOLVED that MASC advocates for infrastructure needs and state and federal emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

Approved on a voice vote - 2019

MANDATORY RECESS

(Sponsored by the MASC Board of Directors)

WHEREAS due to regulations promulgated by Massachusetts Education Reform of 1993 which excluded recess from time learning calculations and the federal No Child Left Behind Act which tied funding and local control of schools to standardized test scores, recess in many Massachusetts Elementary Schools has been diminished or eliminated to provide more time for academics; and

WHEREAS the CDC and the Society of Health and Physical Educators jointly stated that all students should be given at least 20 minutes of recess daily; and

WHEREAS research provided by the US Department of Health and Human Services has shown the benefits of recess to include improved social and emotional development, improved memory, attention and concentration, reductions in disruptive behavior in class and increased levels of physical activity;

THEREFORE BE IT RESOLVED that MASC supports legislation calling for at least 20 minutes of uninterrupted, supervised, safe and unstructured free-play recess per day which cannot be excluded from structured learning time requirements and may not increase the total number of hours required in the school year for Massachusetts elementary school students.

Approved on a 96- 2 vote - 2021

SCHOOL COMMITTEE ANTI-RACISM

(Sponsored by the MASC Board of Directors)

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each

school to ensure we created a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity, and inclusion; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence-based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity, and inclusion is embedded and practiced for our students, families, faculty, and staff; and

School Committee members should ensure that our school culture and that of every district in the Commonwealth is anti-racist, and acknowledges that all lives cannot matter until black lives matter.

Approved - 2020

PROHIBITING THE USE OF NATIVE AMERICAN MASCOTS
(Sponsored by the MASC Board of Directors)

WHEREAS the Massachusetts Association of School Committees passed a resolution last year resolving that all school districts in the Commonwealth should guarantee that racist practices be eradicated, and diversity, equity and inclusion be embedded and practiced for our students, families, faculty and staff; and

WHEREAS the U.S. Commission on Civil Rights called for an end to the use of Native American images and team names by non-Native schools in 2001, stating that "the stereotyping of any racial, ethnic, religious or other groups when promoted by our public educational institutions, teach all students that stereotyping of minority groups is acceptable, a dangerous lesson in a diverse society"; and

WHEREAS the American Psychological Association called for the immediate retirement of Native American mascots, logos and nicknames back in 2005, citing research showing that the use of Native American mascots (a) undermines the educational experiences of members of all communities; (b) creates a racially hostile learning environment for all students; (c) has a negative impact on the self-esteem of American Indian children; and (d) undermines the ability of American Indian Nations to portray accurate and respectful images of their culture;

THEREFORE BE IT RESOLVED that MASC support legislation calling for regulations prohibiting public schools from using an athletic team name, logo or mascot which names, refers to, represents, or is associated with Native Americans, including aspects of Native American cultures and specific Native American tribes.

Approved on an 82-9 vote - 2021

FULL FUNDING FOR INDIVIDUALS WITH DISABILITIES
EDUCATION ACT
(Sponsored by the MASC Board of Directors)

WHEREAS it is the legal responsibility for public schools to provide a free and appropriate education for all students in the least restrictive environment; and

WHEREAS the cost to educate students with disabilities who qualify for special education services can be an extraordinary burden on the finances of our public schools, impacting the resources available to all students.

WHEREAS federal funding through IDEA is currently only providing approximately 15% of the extra cost to educate students receiving special education services, far less than the 40% promised in IDEA.

WHEREAS the IDEA Full Funding Act had been proposed to fully fund IDEA through an incremental, seven-year increase in funding which had both bipartisan and bicameral support.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Congressional to reintroduce and promote the passage of the IDEA Full Funding Act.

Approved - 2021